**K-5 Math Lesson Plan**

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| **Teacher:**  **Gardiner, Susan** | | | **Grade:2** | | | **Date(s)**: Unit One/Task Two/Day 3 |
| **Unit Title: Understanding Place Value**  **(Hundreds, tens, ones)** | | | | **Corresponding Unit Task: Using the total number of each item in the school store inventory, represent each number multiple ways. Use base-ten blocks, place, and number words.** | | |
| **Essential Question(s): \*How do I compose (make) numbers up to 1,000 \* How do you know the value of a number? \* How do patterns help me skip count?** | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**  **Place Value Cups-see below**  **Place Value Mat**  **Base Ten Blocks**  **Dry Erase marker**  **Frayer Model (see attachment) for numbers** | | **Student:**  **Place Value Cups**  **Place Value Mat**  **Base Ten Blocks**  **Dry Erase marker**  **One for each two children**  **Frayer Model worksheet**  **One per child** | | | **Value**  **Place Value**  **Hundreds-flat**  **Tens-rod**  **Ones-unit**  **Digit**  **Proficient**  **Skip count**  **Counting on**  **Greater than**  **Less than**  **Equal to** | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards:**  **2 NBT.1 Understand that the 3-digits of a 3-digit number represent the amount of hundreds, tens, and ones.**  **2.NBT. 3 Read and write numbers to 1,000 using base-ten numerals, number names, and expanded form. (Expanded form actually taught in Unit 3.)** | | | | | |
| **I Can Statement(s):**  **I can read numbers to 1,000.**  **I can write numbers to 1,000.**  **I can use base ten numerals to read and write numbers to 1,000.**  **I can use number names to read and write numbers to 1,000.**  **I can use expanded form to read and write numbers to 1,000.** | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  **Today we will use our knowledge of numbers and some cool cups to find the value of each digit in a number. Give out the base ten cups to each pair of children.** | | | | | |
| **Teacher Directed: Write a number on the board. Model how to use the cups to create the number. Then, model how to pull the cups apart a little and show the value of each digit. This is called expanded form. Write the number in expanded form on the board. Give several examples of this. (428, 317, 49, 24, 672)Be sure children notice that with a two digit number the hundreds cup is not used.** | | | | | |
| **Guided Practice: Place several numbers on the board. Give each pair a Frayer Type Model worksheet. (see attachment) Have children take turns using their cups to create the numbers (spin the cups), and pull them apart to see the value of each digit. (629, 307, 54, 817, 4, 790) Let the children try each number, then show them with your cups.As children make numbers, have them come to the board and write different representations for each number. Stress the value of each digit. Number form, word form, expanded form, picture form (base ten blocks)** | | | | | |
| **Independent Practice: Write three numbers on the board. Have children build with the base ten cups, then, fill in the Frayer Type Worksheet with the different representations of the numbers.** | | | | | |
| **Closing/Summarizing Strategy: Have a child come to the board and explain how they represented one of the numbers in different ways.** | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| **\*Use base ten blocks to model the numbers in other ways. (apples, straws)** | | | **\* Limit the number of items to show representations in only 2 ways.**  **\*Do one place at a time for each item.** | | | **Pre-teach vocabulary**  **represent, counting on, greater than, less than, equal to** |
| **Assessment(s): Continue using check list of skills and monitor children as they work independently.**  **Use the Frayer type model they did.** | | | | | | |
| **Teacher Reflection:** (Next steps?)  **Math Centers: Daytona 500-pages 54-56 in Math Toolbox**  **Base Ten Cups-from Pinterest-add a sheet with numbers to build on the front**  **and answers on the back.**  **Out Number Your Neighbor- page 114, Need number tiles, in Math Toolbox** | | | | | | |
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